



**Graduate
School
of
Education**

Summer 1980

The Jesuit University of Southern New England

FAIRFIELD

Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

In addition, the College of Arts and Sciences is accredited by the State Board of Education of Connecticut, which has approved the education program for teacher certification at secondary levels. The chemistry program of the College of Arts and Sciences is approved by The American Chemical Society.

The School of Nursing has been accredited by the National League of Nursing, and approved by the Connecticut Commission for Higher Education and by the Connecticut State Board of Examiners for Nursing.

The University holds memberships in the American Assembly of Collegiate Schools of Business, American Association of Colleges of Teacher Education, American Council on Education, Association of American Colleges, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, New England Business and Economic Association.

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, religion, national or ethnic origin, or physical handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, or physical handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services.



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BUSINESS RE

FIRST CLASS

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POSTAGE WILL BE PAID BY

GRADUATE SCHOOL
FAIRFIELD UNIVERSITY
FAIRFIELD, CONN.

SUMMER SESSION

Graduate
School
of
Education
Summer 1980

Fairfield University

Fairfield, Connecticut

Telephone (203) 255-5411

Admissions: Ext. 2249

Dean: Ext. 2413

Registrar: Ext. 2415

Accounting: Ext. 2402

Residence Halls: Ext. 2443

1980 Summer Calendar

April 28 - May 16	Mail and Walk-in Registration for Early Session
April 28 - June 13	Mail and Walk-in Registration for Regular Sessions
May 27	Early Session begins (May 3 or 12 for Special Courses)
June 12	Early Session classes end
June 18-19	On-campus Registration 4-5:30 P.M., Xavier Hall
June 23	Regular Evening Session begins
June 30	Regular Day Session begins
July 4	Holiday
July 14-17	Registration for Post-Session
July 28	Final Exams for E1 classes at 6 P.M.
July 29	Final Exams for D1 at 9 A.M. and E2 classes at 6 P.M.
July 30	Final Exams for D2 classes at 9 A.M.
July 31	Final Exams for D3 classes at 9 A.M.
August 11	Post-Session begins

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Summer at Fairfield University

Course Offerings

The Graduate School of Education offers courses leading to the Master of Arts Degree and the Certificate of Advanced Study in Administration, American Studies, Bilingual/Bicultural Education, Counseling, Computer Science, Early Childhood Education, Environmental Education, Literature, Media and Television, Philosophy, Psychology, Religious Education, Special Education and Sociology. In addition to these courses, the summer program also includes a variety of special programs and workshops.

Recreational Facilities and Cultural Attractions

Enrollment in the summer program at Fairfield University offers individuals the opportunity to become involved in a variety of activities during free time outside of the classroom.

The new Student Recreational Complex includes an eight lane, 25 meter swimming pool, 115 meter jogging track, courts for badminton, basketball, tennis, volleyball, handball and racketball, facilities for weight lifting, exercising and modern dance, and saunas, whirlpool, showers and locker space.

During the summer the complex is open Mondays-Saturdays from 10:00 A.M.-8:00 P.M. and Sundays from noon-8 P.M. It is closed on major holidays and for occasional brief periods for maintenance purposes. All areas are generally available during the above hours, except when the pool is used for organized swimming activities. Advance reservations are required for tennis and racketball.

Usage is by membership. Consult the Rec. complex for a fee schedule.

Fairfield University is ideally situated adjacent to Long Island Sound in Fairfield, Connecticut, where swimming, fishing, and boating are activities that are readily available.

In addition the University and the Town of Fairfield have tennis courts, basketball courts and baseball fields available for use. The Town of Fairfield also has a par three-9 hole golf course and an 18 hole golf course.

Lectures, discussions, special summer evening programs and feature length films are just a few of the cultural events held on campus throughout the summer. There are a number of summer stock theatres located in the immediate area such as the Polka Dot Playhouse (Bridgeport) and the Westport Country Playhouse (Westport).

General Information

Location

Fairfield University, in the town of Fairfield, Connecticut, has an extensive, gently sloping campus, endowed with exceptional natural beauty. From an elevation of 180 feet and at a distance of two miles, it commands a broad view of Long Island Sound.

Fairfield is fifty miles from New York City, and five miles west of the city of Bridgeport. The campus is situated a mile north of the center of town on North Benson Road. By automobile the University is approached either from the Merritt Parkway by way of Black Rock Turnpike (Exits 44 and 45), or from the Connecticut Turnpike (Exit 22).

History

On May 29, 1945, by special act of the general Assembly of the State of Connecticut signed by Governor Raymond E. Baldwin, an absolute charter was granted to Fairfield University, empowering it to "...establish, organize, maintain and conduct an institution of intermediate, secondary, under graduate and graduate education in the State of Connecticut...to confer all such academic degrees as are usually given in colleges and universities."

The College of Arts and Sciences admitted its first class to Freshman Year on September 27, 1947. A new class was received each successive year, and the first Commencement was held on June 10, 1951. The program of graduate courses preparing for the Master of Arts degree in Education was established in January, 1950.

Accreditation

The College of Arts and Sciences was accredited by the State Board of Education of Connecticut in the summer of 1949. In June of the following year the same body approved Fairfield University's education program for teacher certification on the secondary level, and likewise approved the graduate programs leading to the Master of Arts degree in Elementary and Secondary Administration, Supervision and Guidance.

In December, 1953, Fairfield University was admitted to fully accredited membership in the New England Association of Schools and Colleges and in January, 1954, in the Association of American Colleges. In February 1954, Fairfield was voted institutional membership in the American Council on Education. Membership is also held in the American Association of Colleges for Teacher Education and the Connecticut Association of Colleges and Universities for Teacher Education.

Fairfield University is registered with the National Commission on Accrediting and is a member of the National Catholic Educational Association and the Association of Jesuit Colleges and Universities. The Faculty is affiliated with the American Association of Collegiate Registrars and Admissions Officers, American Association of School Administrators, American Association of University Professors, American College Personnel Association, American Library Association, American Personnel and Guidance Association, American Sociological Society, Connecticut Conference of Independent Colleges, Connecticut Library Association, National Education Association, and other learned Societies.

Library

To perform its functions adequately, a library must possess sufficient resources and provide efficient service. The Nyselius Library building allows for future expansion of the library's collections, and provides study space, primarily at individual carrels, for nearly six hundred students.

More than 300,000 carefully selected books, microforms, and bound periodicals are available for study and research. The spacious reference area contains both older standard works and valuable new sources of information. More than 1500 journals and newspapers are at hand to keep faculty and students fully informed on current developments in all fields. A circulating collection of 1200 photograph records is also provided.

A library exists for service. At Fairfield we take pride in the type of service that we offer to the entire University community. To stimulate interest in books and reading, the stacks are open to all students. During the regular summer session, the library is open Monday through Thursday from 8:30 A.M. to 9:00 P.M., on Friday from 8:30 A.M. to 4:30 P.M., on Saturday from 9:00 A.M. to 5:00 P.M., and on Sunday from 1:00 P.M. to 5:00 P.M. University holiday hours are posted in advance.



General Regulations

Admission

Graduate Students

Graduate School students must have their courses authorized by an official of their own university or by an advisor in their major field at Fairfield University.

All graduate students attending Fairfield for the first time must follow the admission procedure as outlined.

Admission Procedure

A. Applicants for a Degree Program - A student seeking admission to a degree or certificate program must complete the following procedure: (Catalogs and applications are available in the office of the Director of Admissions.)

1. Complete and submit application accompanied by the application fee.
2. Arrange to have all official undergraduate and graduate transcripts sent to the Director of Admissions.
3. One letter of recommendation preferably from current employer or supervisor.

B. Special Student Status (non-degree program) - An individual desiring to enroll for courses on or off campus without seeking a degree or certification.

1. Complete and submit an application accompanied by the application fee.
2. Complete "Individual Certifying Form."

No transcripts or grades will be issued until the proper documents are received and approved by the Director of Admissions.

Tuition and Fees

Tuition, per credit hour	\$80.00
Registration	8.00
*Materials fee	varying \$10 - \$20
Deferred examination	10.00
Change of course	10.00
Transcript	2.00
Application fee-for new graduate students only	10.00

Tuition and fees are payable at time of registration.

Courses with insufficient enrollment may be cancelled by the administration.

*\$10-Ed 320.2; \$15, Ed 216.1, Ed 217.81, Ed 217.91, Ed 263.4, Ed 312.5; \$20-Ed 276 (film), Ed 308.2

Withdrawals & Refunds for Regular Session

Students must obtain the permission of the Registrar if they wish to withdraw from a class. Requests for refunds of tuition must be in writing and all refunds for the regular session will be made according to the following schedule: (No refund of fees)

- 100% - Before 1st schedule class
- 90% - Before 2nd scheduled class
- 75% - Before 3rd scheduled class
- 50% - Before 4th scheduled class
- 25% - Before 5th scheduled class
- 0% - After 5th scheduled class

Refunds for courses meeting for fewer sessions will be pro-rated.

Grading System

A	Excellent
B	Good
C	Fair (lowest passing grade)
F	Failure
INC	Incomplete
W	Withdrawn
q	Grades not submitted by professor

The symbol + suffixed to the grades of B and C in graduate work indicates the middle of the ranges covered by those grades. For a further explanation of the grading system consult the appropriate catalog.

Policy Governing Off-Campus Programs

Fairfield University Graduate School of Education restricts to 15 the number of credits that can be earned in off-campus courses and applied to a degree or certificate program.

Any credits earned in excess of the first 15 cannot be applied toward a Master of Arts degree or a Certificate of Advanced Study at Fairfield University.

Regular Session Class Meetings and Times

D1	8:00 - 9:45 A.M.	Mon. through Fri.
D2	9:55 - 11:40 A.M.	Mon. through Fri.
D3	12:15 - 2:00 P.M.	Mon. through Fri.
E1	6:00 - 7:45 P.M.	Mon. through Thurs.
E2	7:55 - 9:40 P.M.	Mon. through Thurs.

Course Numbering

100-199: Undergraduate, upper division
200 and above: Graduate

Registration Procedure

Use insert in back of catalog for mail or walk-in registration between dates specified in calendar on page 2. You may also register on campus (with your advisor) on June 18 and 19 for the regular session.

Housing Accommodations

On-campus accommodations are available for graduate students. The housing reservation forms indicating fees may be found in the back of the catalog. Accommodations are limited and will be assigned on a first-come, first-serve basis. Reservation forms and deposits are to be received no later than May 30, 1980 to ensure housing for the regular session and by May 16 for the Religious Education Workshop.

Accommodations consist of two bedrooms sharing one bath. There is a choice of double or single occupancy of bedrooms. The rooms are air-conditioned. Laundry facilities and snack machines are located in the building (Southeast Hall).

Services include: weekly cleaning of bedrooms, corridors, common lounges, and linen exchange. The bathroom maintenance is the residents' responsibilities. The residence hall is not equipped with the following: irons, blankets, study lamps, or cooking facilities. Two graduate students supervise the summer residence program and work closely with the Housing Office and the Campus Center.

You will receive confirmation of your housing assignment prior to your arrival. Southeast Hall will open the day before classes begin. The first meal will be dinner the day the residence hall opens. The meal plan is optional and provides meals for the entire week (a seven-day plan).



Early Session

(Each course carries 3 credit hours except as indicated)

Item No.	Course No.	Title	Professor	Schedule
700	AS 318.1	Artist in America	O'Connor	A
			O. Grossman	
702	AS (Po) 216	American Political Campaign Techniques	Donnarumma	A
703	Bi 261	Field Marine Ecology	Blogoslawski	A
704	Ed 216.1	Teaching Math in the 80's	Peskin	A
705	Ed 217.9	Field Natural History	Porter	D
708	Ed 298.3	Administrator and Curriculum Development	Costa	A
710	Ed 303.5	Simulated Problems in Administration	Stader	A
712	Ed 305.5	Psychology of Leadership	Carroll	B
714	CS 211	Empathy Training (1 credit)	Carroll Weinstein	C

SCHEDULES: A - May 27, 28, 29, June 2, 3, 4, 5, 9, 10, 11, 12: 6-9 P.M.
 B - May 12, 14, 19, 21, 27, 28, June 2, 4: 5:30-9:30 P.M.
 C - June 4, 8:30 A.M. - 4:30 P.M.: June 11, 6:30-9:30 P.M.
 D - May 3, 10, 17, 24 at Greenwich Audubon Center 9 A.M.-4:30 P.M.



Regular Session

American Studies and Cultural Subjects

Item No.	Course No.	Title	Professor	Schedule
401	AS 317	Role of Law in American Society (see Special Programs for schedule)	Donnarumma M. McCarthy	
02	AS (En) 298.3	Existential Themes in American Literature	Farnham	E1
03	Bi 216	Marine Biology July 7-18, 12:30-4 P.M.	Brousseau	
04	AS (Hi) 261	Social History of U.S. to 1865	M. McCarthy	E2
05	Bi 267	Applied Community Conservation	Barske	E2
06	Ma (CS) 287	Computer Programming Using Fortran IV	Kelly	D2
404	So 285	Socio-Educational Issues in Multicultural Education (see Special Programs for schedule)	de Tullio	

Education

07	Bi (Ed) 224	Physiological Foundations for Growth in Health & Consciousness	Schmitt	E1
08	Ed 205	Basic Problems in Administration	Silverstone	D2
10	Ed 205.4	Administration of Day Care Centers July 7-11, 9 AM-4:30 PM	Rotas	
12	Ed 217.81	Using the Outdoors for Early Childhood, July 14-25, 5-9 P.M.	Austin	
14	Ed 229	Philosophical Foundations of Education	Lewis	D1
16	Ed 233	Statistics	Curnin	D1
17	Ed 235.1	Testing in Contemporary America	Murphy	E2
18	Ed 241	Psychology of Personal Adjustment	Dubroff	D1
20	Ed 246	Developmental Psychology	Petro	E1
22	Ed 257	Career Development: Theory and Practice	O'Donnell	D2
24	Ed 260.1	Techniques in Diagnosing Reading Problems	Gaus	D1
26	Ed 263.4	Intergrative Approach to Science & Social Studies, July 2-11 Monday-Friday, 8:30-2:30 PM	Kallick Austin	

28	Ed 261.2	Reading in Content Areas	Gaus	D2
407	Ed 266.1	Newspapers in Education-Effective Teaching Tool July 14-18, 8:30-3:30 PM	Shaw & Staff	
30	Ed 267	Secondary School Curriculum: Recent Developments	Manning	D2
32	Ed 271	Audio Visual Methods	Hefzallah	D1
34	Ed 275.1	Basic Darkroom Techniques	Wall	D3
36	Ed 276	Introduction to the Motion Picture	Hefzallah	D2
37	Ed (CS) 287	Computer Programming Using Fortran IV	Kelly	D2
38	Ed 293	Principles of Supervision	Stader	D2
40	Ed 297	Administrative Leadership	Stader	D1
42	Ed 298	The Principalship	Garrity	D1
408	Ed 362	Workshop: Transition-Youth to Adulthood, June 30-July 11, 1-5 PM	Manning	
44	Ed 308.2	Canoeing the Connecticut River, July 28-Aug. 1 all day	Gillette	
46	Ed 321	Comparative Philosophies of Education	Stuart	D2
48	Ed 334	Theories of Learning	Stuart	D1
50	Ed 337.1	Fieldwork in Child Study	Dubroff	by arr.
52	Ed 358	Introductory Practicum in Counseling	Hageman	by arr.
54	Ed 399a	Seminar in Education	Murphy	D1
54	Ed 399b	Seminar in Education	Burke	E1

Religious Education

(Each course carries 3 credit hours except as indicated and meet Monday-Friday)

90	RE 220	Johannine Theology June 16-27, incl. Sat. 1-4 P.M.	Lang	
92	RE 254	Family Ministry & Catechesis, July 14-25, 12:30-4 P.M.	J. & M. Iannone	
94	RE 311	Sociology of American Religious Institutions, June 23-July 11 12:30-3 P.M.	Anderson	
96	RE 314	Religious Anthropology: Worship June 23-July 11, 9-11:30 A.M.	Murphy	
98	RE 333	Religious Counseling June 30-July 18, 12:30-3 P.M.	Wallace	
100	RE 370	Faith in New Testament: Impact on Society, July 14-Aug. 1, 9-11:30 A.M.	Neyrey	
400	RE 306	Ignatian Spirituality begins June 27 at 8 P.M., concludes June 29 at 6 P.M. 1 graduate credit-room and board available	Rev. Daniel Lewis, S.J.	

Special Education

(Each course carries 3 credit hours except as indicated)

60	SE 203	Issues & Problems in Special Education	Natale	D1
64	SE 264	Methods & Materials for Child with Special Needs	Sr. Carol Ann Sr. Joseph Clare	D2
66	SE 390	Practicum in Special Education	Krawiecki	by arr.
420	SE 352-352.1	Workshop in Special Education 6 credits (see Special Programs for schedule)	Deignan & Schiller	

Workshops and Special Programs

(Each course carries 3 credit hours except as indicated)

401	AS 317	Role of Law in American Society Panelists: Prof. C. Donnarumma, Dr. M. McCarthy June 30-July 11, Mon.-Fri. 8:45-10:45 AM/11:15 AM-1:15 PM
407	Ed 266.1	Newspapers in Education: An Effective Teaching Tool Darla Shaw and Staff, July 14-18, 8:30 AM-3:30 PM, conducted on campus & at Bpt. Post Telegram
408	Ed 362	Workshop: Transition-Youth to Adulthood, June 30-July 11, Mon.-Fri., 1-5 PM
412	Ed 312.5	Outdoor Education & Camping C. Emanuelson, July 14-18 all day plus one (7/17) overnight camping experience at Devil's Den Preserve, Weston, Ct.
413	Ed 320.2	Multicultural Education: Folkloric Perspective, S. Dennis, July 17-31, Mon.-Fri., 1-4:30 P.M.
414	Ed 327.2	Practicum: The Multicultural Setting Dr. T. de Tullio, June 30-July 16, Mon.-Thurs. 8-11:30 A.M., Meeting at International Institute in Bridgeport, first meeting on campus
416	Ed 326.1	Testing & Assessment: Bilingual/ESOL, Dr. de Tullio, June 30-July 16, Mon.-Thurs., 1-4:30 P.M.
404	Ed (So) 285	Socio-Educational Issues in Multicultural Education, Dr. de Tullio, July 17-31, Mon.-Fri. 8-11:30 A.M.

420	SE 352-352.1	Workshop in Special Education, 6 credits, Dr. M. Deignan, Dr. J. Schiller, June 30-July 18, Mon.-Fri., 8 A.M.-1:30 P.M.
422	Sp 304	Contemporary Spain: Culture Fr. Leeber, June 30-Aug. 1 given in Spain
424	Sp 309	Contemporary Spanish Conversation & Composition, Fr. Leeber & Staff, June 30-Aug. 1, given in Spain

Post Session

(Each course carries 3 credit hours)

Item No.	Course No.	Title	Professor
800	Ed 203.9	Summer Institute in Teaching	Halloran & Staff
802	or Ed 204.9	Advanced Institute in Teaching Aug. 11-15, all day, cost \$320 (includes credits) Descriptive Bulletin Available.	
804	Ed 252	Human Relations Training for Personal Effectiveness, Aug. 11-15, 8:30 AM- 3:30 PM, Enrollment Limited to 20	Carroll
806	Ed 255.3	Group Process Theory and Procedures August 3-16 on Fairfield University campus For program description and details, application form, contact: Dr. W. Joseph Connolly, Communication Center #1 7359 Lindell Blvd. St. Louis, Mo. 63130 (314) 863-7267.	

Course Descriptions

American Studies

AS 317 Role of Law in American Society

Democratic theory and the administration of justice; the sources, nature and functions of law in society; law as a repository of rights and duties; law as a process of maintaining historical continuity and doctrinal consistency; law as a process of resolution of personal and social conflicts; law as a political instrument of societal change.

AS 318.1 The Artist in America

This workshop will explore the relationship between various artistic forms in the American experience. The methodology will be interdisciplinary in the examination of the social and cultural milieu which has shaped the artist and his themes. Some of the specific subjects to be covered include: "The Tension between Popular and 'Serious' Music," "Literature and Painting," "The Role of Culture Dictators," "Jazz: A Native Art Form," "The Poet in a Mass Society," and "Film: A Collaborative and Popular Art."

AS (En) 298.3 Existential Themes in American Literature

As one of the most vital intellectual and moral forces in the 19th and 20th centuries, existentialism will be viewed through such human problems as personal identity vs. mass conformity, absurd freedom vs. suicide, responsibility and anguish vs. apathy, theism vs. non-theism. Emphasis will be placed on the European origins of existentialism, and European works will be read along with American works for comparative study of common concerns. Attention will be paid to existentialism in American authors not conventionally seen as existentialists. Among the European authors to be read are Kierkegaard, Kafka, Sartre, Camus, and Beckett. Among the American authors are Emerson, Melville, Hawthorne, Flannery O'Connor, Faulkner, Albee, and Miller.

AS (Hi) 261 Social History of the United States to 1865

This course examines the social factors behind the migration of the English between 1620 and 1640 and the theological and social climate they brought to this country; the contrast between the 17th and 18th centuries; the romanticism of the early 19th century.

AS (Po) 216 The American Technique of Political Campaigns

The primary concerns of the course will be: political membership, commitment and life; the creation of issues — precise, imprecise, and new; the making of the candidate — the lion and the fox; successful party organization; role of the communicative media; the actual campaign and its successful organizing of the vote; the election result and the follow-up critique.

Education

Ed 203.9 Summer Institute in Teaching

Lectures, workshops, demonstrations, small group discussions with a nationally prominent faculty in an intensive week of graduate study. Sessions will include methods, organization, role of the teacher in curriculum building, and the social environment of the school and what is taught implicitly by that environment.

Ed 205 Basic Problems in Administration

A general evaluation of the fundamentals and principles involved in the organization, administration and supervision of schools — elementary, junior high, middle school and the senior high school. The professional responsibilities and relationships of all personnel, certified as well as para-professional, will be considered.

Ed 205.4 Administration of Day Care Centers and Pre-Schools

This course offers the directors and teacher directors of pre-school programs the opportunity to identify, experience and strengthen their administrative abilities. As a group a network of support systems tailored to specific needs of individual directors will be created. There will be opportunities to work with experts in the field of business and management.

Ed 216.1 Teaching Math in the '80's

Study of child growth patterns in learning mathematics from a Piagetian point of view. Use of commercial and found objects to develop math concepts, e.g., Cuisenaire rods, Dienes blocks, attribute blocks, geoboards, junk materials, and activity cards. Developing awareness of math in other subject areas. Developing ability to quantify and express mathematics relationships in many media. Study of the world around us to see math in the environment. All activities are related to use in the classroom or day care center.

Ed 217.81 Outside the Classroom: Using the Outdoors for Early Childhood

Starting points will be developed from the immediate environment which can be realistically implemented by teachers, parents, day care workers or leaders within early childhood classrooms or situations. Sessions will include using the outdoors as a base for curriculum building, ways of providing hands-on experiences for children, ten minute field trips and a sensitivity to the outdoors and each other.

Ed 217.91 Natural History Studies of Connecticut

This course will provide a background in the natural history of Connecticut. Field trips and workshops will include sessions on Connecticut flora and fauna and the interrelationships of these plants and animals.

Ed 229 Philosophical Foundations of Education

This introductory course will be an application of the basic concepts of philosophy to education in general, and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking and encourage personal commitment to his own thought out philosophy of life.

Ed 233 Statistics

Consideration will be given to the factors involved in the derivation, interpretation, and use of measures of central tendency, variability, relative position, regression and correlation, prediction and sampling. Graphic representation in relation to school problems will be included. Emphasis will be placed on research use of statistics.

Ed 235.1 Testing in Contemporary America

This course seeks to analyze the effects of current testing practices in education, government and industry upon modern society. Attention is given to bias, accountability and consumer rights. Technical, legal and moral aspects are considered. Relevant to test users in counseling and teaching, to administrators and consumers.

Ed 241 Psychology of Personal Adjustment

A study of the process of adjustment of normal individuals, particularly in the ages of childhood and adolescence; identification of abnormal adjustment reactions; applications of mental health principles to school, family, and community settings.

Ed 246 Developmental Psychology

Intensive study of the processes of human development from birth through adolescence contributing to personality formation to realize the individual potential. The factors of subcultures and varying educational forms will be evaluated; the application of mental health principles studied.

Ed 252 Human Relations Training For Personal Effectiveness

This course is a laboratory course designed for counselors, teachers, administrators, community workers, pupil personnel specialists, and health care providers who wish to further develop skills in interpersonal communication. Goals of the course involve the development of concepts and theoretical insights which will serve as tools in linking personal values and goals; and increased awareness and sensitivity to expression in the self and others. Personal development will be encouraged through discussion, reading, role play, log keeping and video tape feed back.

Ed 255.3 Group Process Theory and Procedures

The Institute in Effective Group Leadership is designed to revitalize group participation and leadership. It is especially relevant for administrators, educators, counselors, business personnel. It is a three-phased program: I. Personal Development; II. Professional Development; III. Group Leadership Experience and Personalized Critique. Content includes: Decision-Making Processes, Problem Solving, Human Resource Management, Creative Conflict Resolution, Team Building, and Effective Meetings.

Ed 257 Career Development: Theory & Practice

Introduction to career development and the dynamics of personal adjustment in the world of work. Theories of career development, the occupational life span, implementation of the self-concept, worker satisfaction and motivation, career guidance, career education and counseling.

Ed 260.1 Techniques in Diagnosing Reading Problems

A survey of methods and materials for formal and informal, group and individual diagnosis of reading strengths and weaknesses.

Ed 261.2 Reading in the Content Areas

Rationale and strategies for teaching reading in the various content areas. Focus will be upon strategies for diagnostic instruction and methods for concept development.

Ed 263.4 Intergrative Approach to Science and Social Studies

We will look at and study our heritage, its resources and artifacts, so that we can understand the possibilities and implications for the present and future. This course will deal with the creative experiences and values inherent in outdoor education and museum field trips. There will be time to make and take things for your classrooms related to the experiences from this course. The Children's Museum at the Teachers' Center in Fairfield will be used as a primary resource. This course is recommended for teachers and for people dealing with education programs in museums.

Ed 266.1 Newspapers in Education - An Effective Teaching Tool

An intensive one-week workshop designed to assist teachers at all grade levels and in all subject matter in discovering techniques in using the newspaper as an effective curriculum tool. Teachers will learn the anatomy of a newspaper, its changing role in today's society and how the news is gathered and reported. Strategies will be developed in various curriculum areas using the newspaper as a core resource.

Ed 267 Secondary School Curriculum: Recent Development

Current curricular trends developments; current patterns of organization; revisions in content areas; new directions, problems, and issues. The second half of this course will require the student to undertake an intensive study of the recent developments in one of the disciplines.

Ed 271 Audio Visual Methods in Teaching

Survey of different types of teaching materials and tools and their efficient application in teaching; principles of integrating multi-media in teaching.

Ed 275.1 Basic Darkroom Techniques

This course is primarily intended for those interested in processing film and producing black-and-white prints. No pre-requisite is required, however, the student should be familiar with basic photographic procedures. Film development, the making of contact sheets, and enlarging are stressed, with 'hands-on' involvement.

Ed 276 Introduction to the Motion Picture

Techniques of communication through the motion picture medium; utilization and evaluation of instructional films. Mechanics of camera operation, editing, and actual production of sound super 8mm films.

Ed (So) 285 Socio-Educational Issues in Multilingual/Multicultural Education

A course intended to provide the classroom teacher with the sociological implications on the educational process of the non-native English speaking child.

Ed (CS) 287 Computer Programming Using Fortran IV

This course is a requirement for candidates for the M.A. in Instructional Computer Science but is also open to others desirous of a basic introduction to Fortran IV, the most widely-used scientific programming language. Emphasis will be placed on the wiring and execution of programs in a batch processing environment.

Ed 293 Principles of Supervision

This course will consider the application of leadership principles and techniques to supervision within the school. Evaluation of personnel will be studied as it relates to the many factors operating in a given situation. Emphasis will be placed upon establishing evaluative criteria through group processes, particularly involving those who will be evaluated and those who will evaluate.

Ed 297 Administrative Leadership

This course will consider various theories regarding concepts of leaders and leadership. Also, consideration will be given to the relationship of the leader to the group in various situations. Students will be required to observe other class members in various group situations, both informal and role playing, for the purpose of identifying various leadership styles in difficult group situations.

Ed 298 The Principalship

This course is designed to provide the student with an understanding of the varied responsibilities the principal is asked to assume in directing the operation of a school. Included will be a consideration of programs concerned with students, teachers, other professionals, parents, paraprofessionals, secretaries, custodians, and cafeteria workers. Also, relationships with other organizational divisions at the local, state and federal level will be studied to determine their effects upon a school unit and the responsibilities of the principal.

Ed 298.3 The Administrator & Curriculum Development

This course is designed as a guide to the problems, principles, and process for administrators as they seek change and make provisions for gearing up for the demands of accountability through curriculum.

Ed 303.5 Simulated Problems in Administration

This course will present contemporary problems in educational administration on the elementary, secondary and school district levels. The student will be expected to react to the administrative problems presented and the individual solutions will be examined and discussed by the members of the group. The totality and complexity of the critique will present the student in administration with insight into the solutions of the current problems we face in our schools. Student awareness of the complexities and scope of the problems will be stressed.

Ed 305.5 The Psychology of Leadership

This course will explore leadership in the framework which affects the superior/subordinate relationship. Emphasis will be on individual and group leadership as an integrating mechanism in complex organizations. Topics such as: group norms, effect of group pressure toward uniformity, hidden agendas, distortion of verbal perceptions, leadership styles, reference groups, etc., will be addressed through readings, discussion, and video tape role play.

Ed 308.2 Canoeing the Connecticut River

Principles of integrated curricula building will be studied as the group of teachers prepares for and paddles down the Connecticut River for five days. The development of leadership skills, logistic planning, first aid, canoeing, and lightweight camping skills will be learned. In addition, there will be an emphasis on early Connecticut history of the River colonies and the relationship of Indians with settlers. Equipment provided.

Ed 312.5 Outdoor Education & Camping

This course is a methods course in outdoor education and camping activities such as orienteering with map and compass, arts and crafts with native materials, field exploration and study. Course includes an overnight camping experience within the Devil's Den Preserve.

Ed 320.2 Multicultural Education: Folkloric Perspectives

To explore various methods used by different cultures to develop character and provide a framework for developing moral qualities as primary objectives in education. How these cultures distinguish moral behavior, general social relations. Folklore, crafts, music, dance, games, myths, art forms from various cultures will be studied.

Ed 321 Comparative Philosophies of Education

A comparison of systems of philosophy currently influential in education as to their understanding of the purpose of Philosophy and education, reality knowledge, learning, society, school and values.

Ed 326.1 Testing and Assessment-Bilingual Child

A course intended to probe the following areas: language dominance, techniques in testing the non-native English speaking child, the bilingual child, language proficiency I.Q. assessment of language development and reading comprehension.

Ed 327.2 The Multicultural Setting, A Practicum

Teaching in a multicultural setting. Emphasis will be placed on curriculum for integrative teaching and learning with special attention given to cultural differences in learning styles and its implication on teaching styles.

Ed 334 Theories of Learning

A detailed consideration of the conditions of human learning found in the principal schools of psychology on the contemporary scene that are particularly significant for education will be covered in class. Investigation of other theories will be required for individual reports.

Ed 337.1 Field Work in Child Study II

Field work in the evaluation of children in a child service agency or mental health clinic. Assistance in placement arranged; weekly seminar attendance is required.

Ed 358 Introductory Practicum in Guidance and Counseling

Live School counseling experiences under supervision of a faculty member through observation and audiovisual mechanical reproductions. Students will work in schools and other agencies with children, parents and professional personnel. (Prerequisite: Completion of all course work with exception of the above.)

Ed 362 The Transition of Youth to Adulthood

The major focus of this workshop is to analyze and design new linkages between the school, the family, business, government, and youth-related agencies. Improved coordination and collaboration between community institutions and agencies can improve the process of growing by re-vitalizing the institutional framework for the transition of youth to adulthood. Consideration will be given to such topics as service learning experiences, occupational apprenticeships, the role of courts and the schools, forging relationships between the school and private industry, improving health care for the young, productive forms of parental and community involvement, and developing transitional schools. Guest lecturers will be drawn from a variety of state and local agencies that interface with the school.

Ed 399 Seminar in Education

The seminar is planned to give direction and practice in the handling of educational materials. The discovery and formulation of the problem, methods of development and composition will be treated in class meetings. Each member of the seminar will make an independent study applying techniques of educational research and will submit a report which will be discussed in the seminar.

Religious Education

RE 220 Johannine Theology

A study of the gospel according to John from the viewpoint of Christian meditation and mysticism. The gospel is understood as a series of liturgical readings originally used by the early Christian community to reflect on Christ in the light of the Jewish tradition.

The stress is on the "now" character of the gospel, as a means of living the Christian life. The tools of higher biblical criticism are used to uncover the basic Johannine themes.

RE 254 Family Ministry and Catechesis

A study of the theory and techniques of Family-Centered catechetics for parishes. Several family-centered models are discussed along with practical outlines for implementation. Particular attention is given to the structures of American Catholic families and their emerging relationships within parish life. The course is intended for all who are working professionally or as volunteers in parish religious education and schools.

RE 306 Ignatian Spirituality

A workshop in Ignatian Spirituality for Priests, Religious and Laity involved in retreat work and various forms of spirituality seminars. A fresh approach to the exercises of St. Ignatius reflecting contemporary theology and current thinking about Christian Ministry. Those attending will be expected to participate in the several group and individual experiences that characterize this methodology.

RE 311 Sociology of American Religious Institutions

A study of the unique and multifaceted roles of churches and synagogues in American society. The churches are examined as the source of America's unity and its cultural values as well as its diversity and fragmentation. Other factors, in addition to religious beliefs, such as social class, race and ethnicity will be explored as helping to create the "sense of community" people expect from their religious institutions. Final attention will center on the future of American religious institutions.

RE 314 Religious Anthropology: Worship

A study of liturgy as prayer, song, ritual and story relating man to God in the Christian tradition. An historical framework provides the structure for studying changes in liturgical forms while principles of good liturgy are enunciated. Students will be encouraged to construct liturgies based on sound liturgical principles.

RE 333 Religious Counseling

A course designed to integrate three objectives: 1) a study of the psycho-social and spiritual growth process including prayer 2) a presentation of basic counseling concepts and skills appropriate for those in pastoral ministry 3) identification of people in need of counseling beyond the expertise of the pastoral minister along with the procedures for referral.

RE 370 Faith in Jesus in the New Testament: Impact on Behavior and Society

The distinctive impact of the liberating faith of the New Testament upon the status of women and the meaning of marriage. Christianity as expressed in both faith and love is studied as it first influenced social life and deepened awarenesses in matters of justice and human dignity.

Special Education**SE 203 Issues & Problems in Special Education**

This course is designed to accommodate both special and non-special education majors. Problems will be described as thoroughly as possible and issues and opposing positions will be identified. Previous attempts at solutions and resolutions will be explored. Practical suggestions on how the problems may be dealt with effectively in the schools will be discussed. Specific issues and problems will include: labeling, demonstrating effectiveness, individualizing instructional programs (IEP's), mainstreaming, deinstitutionalization, early identification, parental involvement, and nutritional factors and behavior.

SE 264 Methods & Materials for Children with Special Needs

Using both commercial and teacher made materials, this course offers practical ways to stimulate learning and to remediate problems children have in practical and academic functioning.

SE 352-352.1 Workshop in Special Education

Pertinent psychological and educational procedures relevant to the diagnosis of the child who is exceptional will be considered. Diagnostic profiles will be interpreted in terms of developmental and remedial educational techniques. (Prerequisites advanced standing and permission of the instructor.) Prerequisites SE 213, 361, 335-335.1.

SE 390 Practicum in Special Education

Focus in this course is on effective teaching of children with at least two types of handicapping conditions. Two different settings will be employed. Students working for both certification and Certificate of Advanced Study may use one of these courses to fulfill the C.A.S. Practicum requirement.

Other Courses

Bi 216 Marine Biology

An introduction to the flora and fauna of marine communities with special emphasis on the biota of Long Island Sound. The course will include field trips to local salt marshes, estuaries, rocky shores, beaches and mudflats.

Bi (Ed) 224 Physiological Foundations for Growth in Consciousness

The purpose of this course is to present a clear picture of the language of the mind/body, its rhythms, its innate wisdom, and the incredible workings of its organizational hierarchy. All the physiological systems of the body will be covered as well as relevant new discoveries in the field of psycho-physiology, neurophysiology, and para-psychology.

Bi 261 Field Marine Ecology

A field study of marine communities and their environment, with special consideration of ecosystems in the sea. The laboratories will be held on the waters of Long Island Sound.

Bi 267 Applied Community Conservation

A balanced overview of environmental concerns, problems and management approaches as they exist in the sphere of the *local* community.

CS 211 Empathy Training

This course is designed for community counselors, health care facilitators and patient educators. Participants will review the essential attending and responding skills necessary to facilitate a helping relationship. With the aid of video tape presentations participants will explore techniques of advanced accurate empathy so that they can communicate to their clients or patients an understanding, not only of what is said, but what is implied verbally and non-verbally.

Ma (CS) 287 Computer Programming Using Fortran IV

This course is a requirement for candidates for the M.A. in Instructional Computer Science but is also open to others desirous of a basic introduction to Fortran IV, the most widely used scientific programming language. Emphasis will be placed on the wiring and execution of programs in a batch processing environment.

SP 304 Contemporary Spain 1979: Culture

An intensive analysis of democratic Spain, its institutions, changing life style, value system and great achievements through first-hand experience of selected parameters of culture and civilization. Lectures, discussions and field research projects will be based upon both a humanistic (contemporary writers) and sociocultural approach to daily Spanish life (interviews with native speakers, use of contemporary news and artistic media, etc. Conducted in Spanish. Team taught.

SP 309 Contemporary Spanish Conversation & Composition

An advanced course in practical Spanish taking into consideration individual differences of the participants. The latter, divided into small groups, discuss topics connected with life in Madrid based upon the specific parameters of culture treated in class, assimilated and experienced personally in interviews and field trips. A writing clinic exercises the participant in improvement in composition. Special attention given to new vocabulary and idioms which reflect change in cultural and social attitudes of the younger generation of Spaniards. Conducted in Spanish. Team taught.

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FAIRFIELD UNIVERSITY
1980 SUMMER GRADUATE SCHOOL
HOUSING RESERVATION FORM

Social Security No. _____ Home Phone _____

Name _____
(Last) (First) (Middle)

Address _____
(No. Street) (City) (State) (Zip)

Accommodations Requested (Check appropriate boxes)

_____ Room Rate per week

☐ Single Occupancy _____ \$60.00

☐ Double Occupancy _____ \$52.00

_____ Roommate Preference

☐ Board (at \$46.00 per week; minimum of two week meal plan).

DATES OF ATTENDANCE (Include beginning and ending date of class session)

_____ to _____

Include \$25.00 Housing Deposit (will be deducted from Housing bill).

Please make payment by:

☐ check ☐ money order or ☐ Mastercharge or BankAmericard

_____ Bank Credit Card No.

_____ Interbank No.

_____ Expiration Date Mo./Yr.

I hereby authorize the use of my credit card account _____
Signature

BALANCE DUE ON FIRST DAY OF CLASS

TO ENSURE HOUSING, RESERVATION FORM MUST BE RECEIVED BY MAY 30, 1980.

RETURN TO: TREASURER, FAIRFIELD UNIVERSITY, FAIRFIELD, CT. 06430

FAIRFIELD UNIVERSITY • GRADUATE SCHOOL OF EDUCATION • REGISTRATION FORM

FALL ☐ SPRING ☐ SUMMER ☐ DATE _____ MO. _____ DAY _____ YR. _____

REFUNDS WILL NOT BE GRANTED WITHOUT WRITTEN NOTICE OF WITHDRAWAL

Social Security No. _____ Home Phone _____

Name _____ (last) _____ (first) _____ (middle) _____ Zip _____

Address _____ City/State _____

STUDENT STATUS PROGRAM
☐ Previously enrolled ☐ M.A.
☐ Currently enrolled ☐ C.A.S.
☐ New student ☐ Other Area of Study _____

If applicable check box (Civil Rights Act of 1964 Title VI)
 American Indian ☐ Oriental ☐
 Spanish American ☐ Black ☐

THERE IS A \$10.00 FEE FOR CHANGE IN INDIVIDUAL COURSE AFTER CLASSES BEGIN.

Item	Course No.	Course Title	credits

Tuition _____
 Reg. fee \$8.00
 Materials fee _____
 Other fees _____
 TOTAL _____

ENCLOSE PAYMENT IN FULL WITH REGISTRATION.

I hereby authorize the use of my credit card account.

☐ BANKAMERICARD
☐ Master Charge
☐ Check
☐ Money Order
 Signature _____
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☐ BANKAMERICARD I hereby authorize the use of my credit card account.

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Address _____

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American Indian ☐ Oriental ☐
Spanish American ☐ Black ☐

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Fill in all requested information
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☐ Currently enrolled
☐ New student
☐ M.A.
☐ C.A.S.
☐ Other
Area of Study _____

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I hereby authorize the use of my credit card account.

☐ BANKAMERICARD

☐ Master Charge

Signature _____

☐ Check

Bank Credit Card No. _____

Interbank No. _____

☐ Money Order

Expiration Date _____

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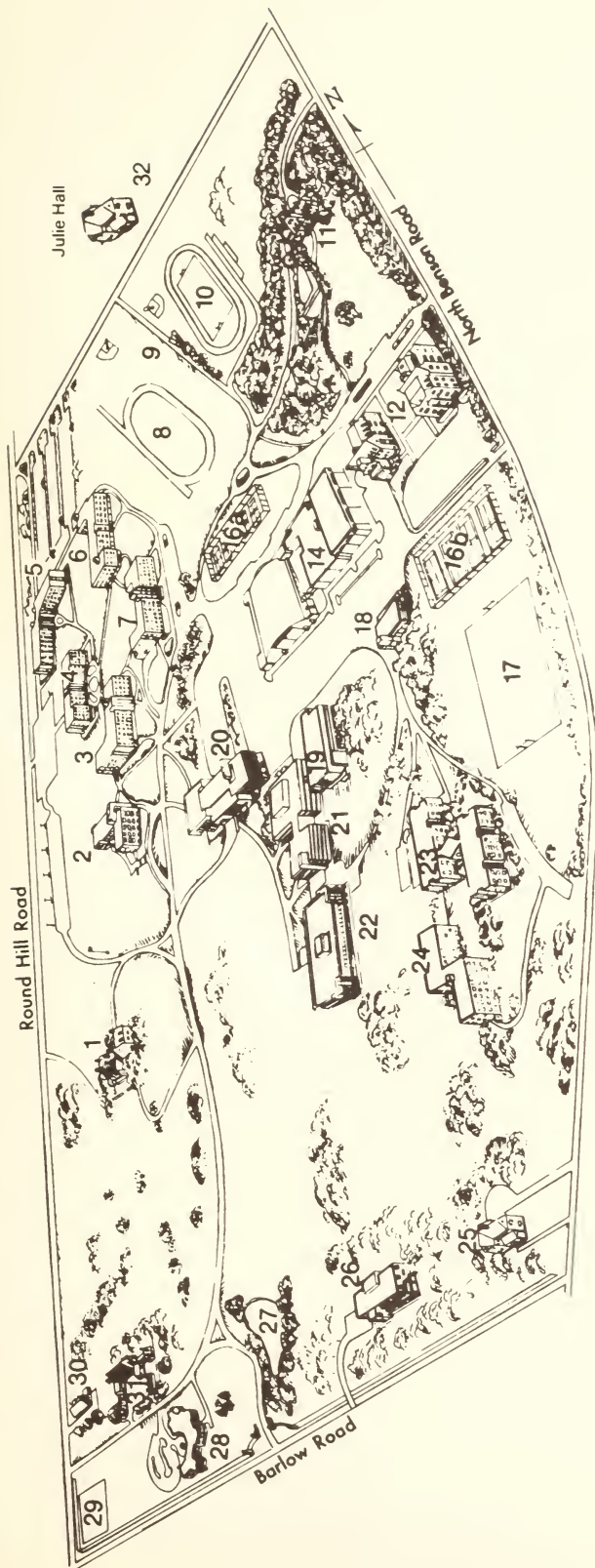
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| 3. Gonzaga Hall | 18. Central Utility Facility | 26. Jesuit Residence |
| 4. Regis Hall | 19. School of Nursing | 27. Bellarmine Pond |
| 5. Northwest Hall | 20. Campus Center | 28. Center for Financial Studies |
| 6. Campion Hall | 21. Bannow Science Center | 29. Barlow Field |
| 7. Loyola Hall | 22. Nyselius Library | 30. Playhouse |
| 8. Varsity Field | 23. Southeast Hall | 31. Maintenance Complex |

FAIRFIELD UNIVERSITY

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